

ORMISTON
CHADWICK
ACADEMY

AGE QUOD AGIS



BTEC Courses

Staff Handbook

NQF/ Courses

Contents

Page

3	Registration policy
4	Certification policy
5	Philosophy of Vocational Assessment
6	Assessment policy
8	Recognition of Prior Learning policy
11	Equality & Diversity Policy
14	Internal Verification policy
16	Appeals policy
18	Assessment Malpractice policy
21	Special Consideration & Reasonable Adjustment policy
26	Recording assessment decisions
27	Staff Development
28	Health & Safety policy
31 +	Exemplar Pearson/Edexcel Paperwork for BTEC Courses

Registration Policy

Aims:

- To register individual learners to the correct programme within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements. The subject Leaders shall submit a list of learners' names to the QN by October before the published deadline of November 1st. The QN shall confirm the list is accurate, before passing it to the Examinations Officer who shall register the pupils through Edexcel online.
- If entries are requested by subject leaders after the submission date the QN and Head of Centre shall make a decision based on suitability of candidate. Late entries will only be made in exceptional circumstances, where a subject leader can provide a timetable to show how a Learner will complete work already covered on the programme.
- Provide a mechanism for programme teams to check the accuracy of learner registrations. This will be done by the Examinations Officer printing confirmation report from Edexcel online and passing it to the subject Leader to sign and return, advising if correct or incorrect (giving details if needed).
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.

Certification Policy

Aims:

- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Ensure that all Internal Verification processes are complete by May. At such time the Subject Leader shall begin to complete Student Review Forms for all registered learners. All SRF claims shall be sent / posted no later than May 15th.
- Audit certificate claims made to the awarding body. The QN will check 25% of each SRF against internal department mark sheets to ensure accurate reporting. If a significant number are inaccurate the QN shall report to the Head of Centre who will investigate and decide whether inaccuracies are due to human error or malpractice.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.
- This policy will be reviewed every 12 months by the Quality Nominee

Philosophy of Vocational Assessment

Vocational assessments are set to enable course tutors to evaluate, and assign a mark to their pupils' learning at a particular point in time. The mark assigned contributes to the final outcome of the students' certificate.

The most important thing when completing the assessment is to establish what the learning outcomes are and ensuring that pupils are fully aware of what they are aiming to achieve including:

- the exact details of the assignment, including instructions about format, presentation and structure
- the marking criteria for the assessment
- the "intended learning outcomes" for the course, i.e. what the tutor has stated that s/he expects you to be able to demonstrate in order to pass the course

At Ormiston Chadwick Academy we support and challenge all pupils to strive to achieve the best possible results both academically and in their lives outside of school. For many of our pupils, vocational qualifications are the preferred route to demonstrate their skills and understanding.

Effective assessment procedures shared with the pupils, creates a partnership leading to successful outcomes at the end of the course.

Assessment Policy

Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Ensure all assignment briefs are internally verified by the QN or staff who have completed the standardisation process effectively.
- Provide standardisation exercises for BTEC staff so all members of subject staff are able to internally verify assignments accurately.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Record all assessment decisions on the school mark sheet template and save it within the BTEC file on the school computer system.
- Ensure that all records are kept for 3 years after the completion date.
- Ensure that each assignment brief includes a student declaration of authenticity.
- Ensure that Leaders in Learning and QN monitor the input of assessment decisions every half term to ensure marking is current. Where this is not the case the head of Centre shall be informed.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor quality reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.

- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Ensure that subject leaders review each assignment brief once it has been completed by the learners. Subject leaders will complete an assignment review form and submit this to the QN every 6 months.
- This policy will be reviewed every 12 months by the Quality Nominee.

Links

BTEC Programme Specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website: www.edexcel.org.uk

Edexcel BTEC Assessment & Grading Policy: This is Edexcel's policy on the application of grading criteria when assessing BTEC programmes:

www.edexcel.org.uk/about/policies/centrepolicies/

Recognition of Prior Learning Policy (RPL)

Aims:

- Recognition of Prior Learning (RPL) offers learners the opportunity to demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they *already* possess and so not need to develop through a course of learning.
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable (see 5.6)

Scope:

- This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and credit Framework (QCF) and other national frameworks and self-regulated qualifications. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

Legislation

- The Equality Act 2010 applies to the operation of this policy.

Principles to Implement and Develop Policy

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency

of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

- The rules, regulations and procedures governing the recognition of prior learning should be included in the student handbook given to every student when joining the programme/course.

Student Entitlement

- All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Student Responsibilities

- The student must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;
- The student must consult with the agreed subject specialist in the preparation of his/her evidence.
- Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Teaching staff's responsibilities

- To provide support and encouragement to all students wishing to claim credit for prior learning.
- Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.
- The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.
- The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
- Ensure that the student claiming credit is enrolled for a specific award/qualification.

This policy will be reviewed every 12 months by the Quality Nominee.

CREDIT CLAIM FORM (complete all sections as fully as possible) *If you have already registered on a programme you may be eligible for credit from previously acquired qualifications, vocational training and/or learning which is uncertified. If you wish to make a claim for recognition of prior learning please complete this form.*

PERSONAL DETAILS

Name:

Address:

.....

Post Code: **Telephone:**

Programme/Course on which you are registered, or have been accepted at Ormiston Chadwick Academy;

.....

a) Module(s)/Unit(s) for which credit is claimed:

Course/Module/Unit Code **Title**

Course/Module/Unit Code **Title**

Course/Module/Unit Code **Title**

Course/Module/Unit Code **Title**

Course/Module/Unit Code **Title**

b) Programme learning outcomes/objectives for which credit is claimed if they do not relate to specific individual modules or units of study.

.....
.....
.....
.....

BASIS FOR CREDIT CLAIM (Attach separate sheets) In this section outline the achievements, experience and previously acquired qualifications and certificates you wish to use as the basis for your claim. You should attach photocopies of supporting documents wherever possible e.g. syllabus outlines, course structures, examination certificates.

Equality and Diversity Policy

Introduction:

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability. The school aims through its proactive approach to inclusion, to enable pupils to fully participate in the life and activities of their communities. Addressing fundamental prejudices against disability in both children and adults is a core element of our inclusion work.

This policy aims to promote understanding of the principles and practices of equality and justice, aiming to equip pupils with an awareness of the diverseness of society and to appreciate the value of difference. This policy is a proactive approach to the promotion of equal opportunities with regard to race, gender or disability

The Law and Discrimination:

In all its dealings with pupils, staff, governors, parents, prospective employees and outside agencies, the school will actively comply with current laws and legislation with regard to discrimination. The principal statutes currently applying are:

- Gender: Sex Discrimination Act 1975, Sex Discrimination (Gender Reassignment) Regulations 1999, Equality Act 2006
- Race: Race Relations Act 1976, Race Relations (Amendment Act) 2000
- Disability: Disability Discrimination Act 1995, Special Educational Needs and Disability Act 2001, Disability Discrimination Act 2005
- Sexual Orientation: Employment Equality (Sexual Orientation) Regulations 2003
- Religion or Belief: Employment Equality (Religion or Belief) Regulations 2003, Equality Act 2006
- Age: Employment Equality (age) Regulations 2006

Aims:

- To ensure that pupils and staff recognise that discrimination on the basis of colour, culture, origin, gender or disability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Ensure the principles and practice of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents; governors and visitors.
- Equal Opportunities practices should be evident in
 - 1) the formal curriculum (the programme of lessons);
 - 2) the informal curriculum (extra-curricular activities); and
 - 3) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all pupils for life whatever their gender, colour, origin, culture or ability.
- Ensure pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

- Ensure pupils are seen as individuals and each pupil's education and care is developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

Policy into Practice

- **Admission:** The school follows the LEA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission.
- **Accessibility:** The school has an established set of Accessibility Procedures and an Accessibility Plan to ensure that all pupils shall have full access to the curriculum and that no member of the school community (pupil, staff, governor, or visitor) shall be denied reasonable access to any part of the school premises as a result of any individual disability.
- **Registration** Pupil and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
- **Discrimination** All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities.
- All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents is to be maintained by the headteacher.
- **Language** The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
- **Culture, Class and Race:** The school acknowledges that members of the school may come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self-esteem, expectations and performance so as to have wider choices in life
- We understand the need to be different without being excluded. We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, Muslim girls' headscarves etc. although the needs of safety security and effective learning in the school shall always take precedence and any such items of dress shall be consistent with school uniform policy.
- We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.
- We endeavour to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding. We make use of the Multi-Cultural Centre for advice and teaching support.
- We will not tolerate racist behaviour in any form.
- **Gender:** We constantly examine our curriculum, procedures and materials to ensure there is no gender bias or inequality.
- We encourage pupils to be aware of the rigid sex stereotypes presented by, for example, the media.
- We are committed to providing a curriculum which avoids unnecessary gender divisions.

- All pupils experience subjects previously considered to be suitable for a single sex.
- We ensure
 1. that all pupils have opportunities for working with pupils of both sexes,
 2. that we break down traditional sex stereotypes (for example by not asking boys to move furniture while girls tidy up),
 3. that pupils are encouraged to pursue less conventional subjects and interests
 4. We do not differentiate between the sexes in respect of our school uniform.
- **Religion:** We acknowledge that members of the school may come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
- **Resources:** The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self-imagery. We try to ensure that our resources include non-sexist books which value the achievements of all. Displays will similarly reflect a range of cultures and races. All materials in use in the school are to be monitored by the subject co-ordinator.
- **Relationships**
 Relationships between pupils, staff, and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy.
- **Responsibilities**
 All staff within the school have a responsibility for the maintenance and implementation of this policy. The headteacher has a responsibility to ensure that all pupils, parents and staff are aware that the school has an Equal Opportunities policy and enable anyone so wishing to receive a copy of the policy.
- **Monitoring and review**
 The school monitors the achievements of pupil groups (gender, race, disability, vulnerability) to ensure that they achieve in the same proportion as the general body of pupils.

 The school monitors and records all incidents of harassment / bullying and also records whether such incidents are motivated by any act of minority discrimination

 The headteacher is responsible for monitoring on a day to day basis the effective implementation of this policy.

 An appointed governor shall prepare an annual report upon the effective implementation of this policy

Internal Verification Policy

Aims:

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform standards.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation
- Use the outcome of internal verification to enhance future assessment practice.
- This policy will be reviewed every 12 months by the Quality Nominee.
- Internally Verify the work of 25% of the Learners registered for each programme in the first instance.
- Each subject leader shall keep a record, alongside IV records, of how many assessment decisions were incorrect. The Quality Nominee shall use this information to adjust the sample size required for subsequent Units.
- Ensure that internal verification of work is carried out inline with school policy and procedures, these being;
 - There may be no reciprocal IV within subject areas.
 - The IV will decide which pupils work is to be sampled and record using the provided format and saved within the BTEC Folder.
 - Each pupil's work must be the subject of IV at least once throughout the programme.
- The Quality Nominee (QN) will randomly sample a selection of internally verified work from the whole range of BTEC programmes to ensure IV standards are being met. The QN shall record how many IV's are accurate and inaccurate.

- If there is repeated inaccurate IV then a wider sample of that staff member will be required and will be subject to checking by the QN and Head of Centre.
- Inaccurate IV could lead to withholding of certification and implementation of staff malpractice policy.
- Endeavour to complete all internal verification within 1 month of assignment deadlines.
- Where a previous Quality report has identified poor IV, that subject area shall be subject to closer scrutiny by the QN.

Appeals Policy

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

This policy will be reviewed every 12 months by the Quality Nominee.

Challenging Assessment Decisions

If a Learner is in disagreement with the initial decision of the assessor the following process will take place until either the Learner is satisfied or the Awarding Body has been contacted.

Learner Discussion with Assessor. The Learner outlines their disagreement and the assessor provides feedback.

The assessment decision will be Internally Verified by the programme team. If no other team member is available then a different Programme Leader will IV investigate.

The BTEC Quality Nominee will IV the work, and if needed interview the Assessor and the Learner, before either upholding or amending the decision.

The BTEC Quality Nominee will contact the Awarding Body and inform them that the internal appeals procedure has been exhausted without resolving the issue.

Assessment Malpractice Policy

Aims:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 1. Allegation
 2. Awarding body's response
 3. Investigation, where Head of Centre establishes the full facts and circumstances by interviewing the Learner and person making the allegation.
 4. Report by Head of Centre, using form JCQ/M1
 5. Decision
 6. Appeal
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

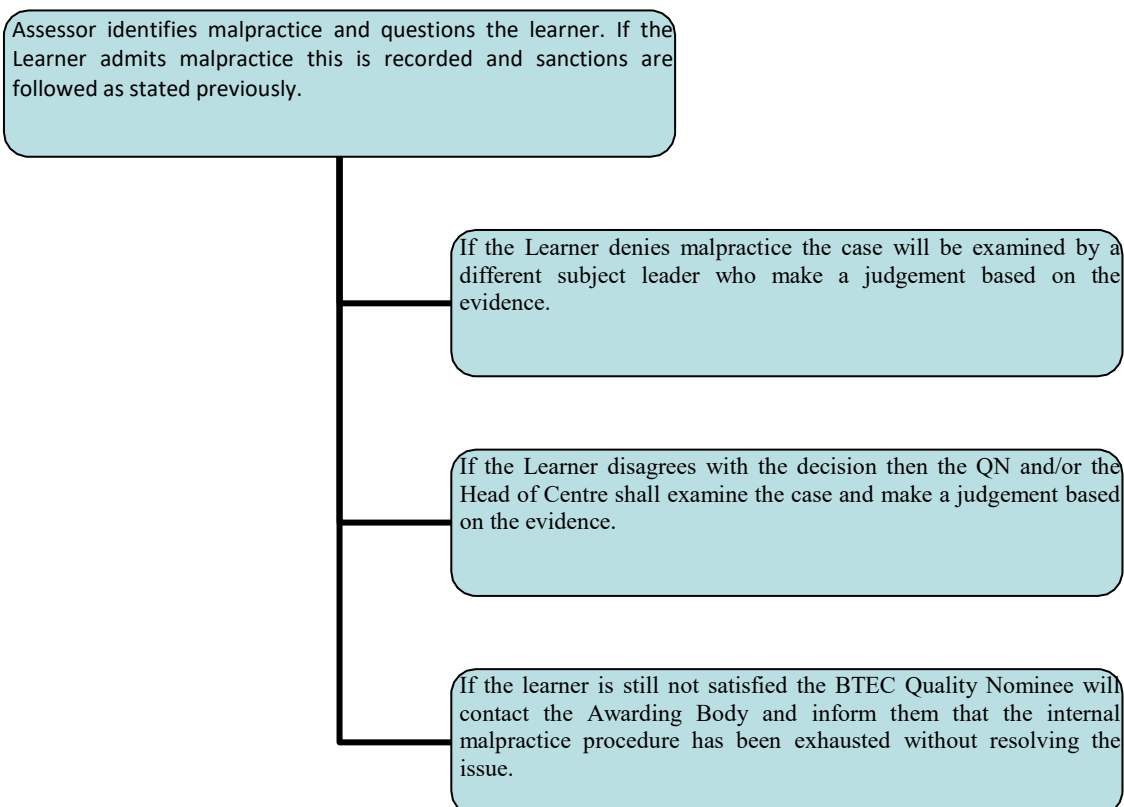
1. Warning.
2. Loss of marks for a section. E.g. Merit or Distinction criteria.
3. Loss of all marks for a unit.
4. Disqualification for a unit.
5. Disqualification from all units in one or more qualifications.

The seriousness of the malpractice will determine which sanction is applied.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment, examination or test.
- The process the centre will follow if there is an allegation of pupil malpractice is as follows;



Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework?
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- If an allegation of staff malpractice is made there will be an investigation by the QN and Head of Centre. If it is found that there are serious grounds for the allegation then the QN will investigate each piece of work marked that member of staff and the Head of Centre will contact Edexcel for further assistance/guidance.

This policy will be reviewed every 12 months by the Quality Nominee.

Links

Edexcel BTEC Assessment Malpractice Policy: This is Edexcel's policy on assessment malpractice relating to BTEC programmes:

www.edexcel.org.uk/about/policies/centrepolicies/

Special Consideration / Reasonable Adjustment Policy

Aim:

Ormiston Chadwick Academy aims to facilitate open access to all qualifications for students who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved through

Reasonable Adjustment: This is agreed at the pre-assessment planning stage and any action that helps to reduce the effect of a disability or difficulty, which places the student at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the Learner an assessment advantage over other students undertaking the same or similar assessments.

Special Consideration: This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the Learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised. Special consideration cannot apply to “license to practice” units within a qualification, or to “license to practice” qualifications.

Guidance on Reasonable Adjustment and Special Considerations

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

Ormiston Chadwick Academy understands that reasonable adjustments must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a student access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other students..

Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The Learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable Adjustments permitted by Ormiston Chadwick Academy may fall into the following categories:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the student(s) in question an unfair assessment advantage.

Examples of Reasonable Adjustments as defined by the above categories are listed below.

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids,
- Use of assistive software
- Assessment material in large format or braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

Applying Reasonable Adjustment

Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A student does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the student. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- Affect the validity or reliability of the assessment
- Give the learner(s) in question an unfair advantage over other
- Learners taking the same or similar assessment
- Influence the final outcome of the assessment decision

Ormiston Chadwick Academy applies reasonable adjustment in a transparent and unbiased manner. All reasonable adjustments made must be recorded using the JCQ reasonable adjustment form. Once completed, these would be held by the school be available at all times for scrutiny by the awarding body, if so requested.

All reasonable adjustments implemented by the are subject to meeting the requirements of the appropriate assessment strategy and assessment criteria for each qualification and awarding body.

It is the responsibility of the Headteacher (or designated nominee) to ensure that any access arrangement implemented by the college on behalf of the student, is based on firm evidence of a barrier to assessment.

Assessing Achievement

Ormiston Chadwick Academy would ensure that for all internal assessment, achievement is given only for the skills demonstrated by the Learner and that reasonable adjustments do not compromise the outcomes of assessment.

Special Educational Needs

Ormiston Chadwick Academy notes that a Statement of Special Educational Needs (SEN) does not automatically qualify the student for reasonable adjustment to assessment, as:

- the SEN statement may not contain a recent assessment of the needs
- the assessment procedure demonstrates ability above the threshold for reasonable adjustment / access arrangements

Inappropriate use of Reasonable Adjustment

The school understands that if they misuse the reasonable adjustment policy, then the awarding body will take appropriate action. Such action will range from advice and action for the centre through to the implementation of steps to manage assessment malpractice; this could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.

Special Considerations

A special consideration is consideration given following a period of assessment for a Learner who:

- Was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse
- Circumstances that have arisen at or near to the time of Assessment
- Misses part of the assessment due to circumstances outside their control.

It is important to note that it may not be possible to apply special consideration in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully

Where assessment is in the form of on demand assessment, such as electronic tests set and marked by computer, then it is probably more appropriate to offer the student an opportunity to take the assessment at a later date.

The Learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome.

The awarding body's decision will be based on various factors, which may vary from student to student, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (e.g. practical, oral presentation, etc).

A student who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the student, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Part of an assessment has been missed due to circumstances beyond the control of the student.

A learner will not be eligible for special consideration if:

- no evidence is supplied by the centre that the student has been affected at the time of the assessment by a particular condition
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- Terminal illness of the learner
- Terminal illness of a parent
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crises leading to acute anxiety
- About the family
- Incapacitating illness of the learner
- Severe car accident
- Recent traumatic experience such as death of a close friend or
- Distant relative
- Flare-up of severe congenital conditions such as epilepsy,
- Diabetes, severe asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend

Applying for Special Consideration

Applications must be made to the awarding body. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each student. The only exception to this is where a group of learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of learners affected should be attached to the application.

Applications for special consideration should be submitted to the awarding body:

- Application Form
- The Learner's Student Report Form
- Evidence to support the application such as a medical certificate, a doctors letter, a statement from the invigilator (if relevant), or any other appropriate information

The Headteacher shall authorise all applications for special consideration. Applications must be submitted to the awarding body within seven days of the assessment having taken place. Following receipt, the awarding body will usually give a decision within a further ten working days. Where a case is complex, the awarding body will usually inform the school if a decision cannot be made within the time scale specified.

It is important to note that special consideration applications will not be considered where student achievement has been claimed and certificated.

Lost or Damaged Work

When a student's work has been lost or damaged, the awarding body may consider accepting a grade for which there is no available evidence. In all cases, the school shall be able to verify that the work was done and that it was monitored whilst it was in progress.

Complying with Policy

Ormiston Chadwick Academy understands that failure to comply with the requirements contained within this policy document could lead to assessment malpractice, which will impact on the student's result.

Failure to comply is defined as any or all of the following:

- Where applicable, putting in place arrangements without
- The awarding body's approval
- exceeding the allowance agreed by gcms
- agreeing delegated adjustments that are not supported
- By evidence
- failing to maintain records
- failing to report delegated adjustments when requested
- To do so by the awarding body.
- implementing delegated adjustments that affect the
- Validity and reliability of assessment, compromises the
- Outcomes of assessment or gives the learner in questions
- An unfair assessment advantage over other learners
- Undertaking the same or similar assessment.

For further information about malpractice in assessment, please refer to the Policy Assessment Malpractice on the course directory.

Right to appeal

If the school fails to agree with the awarding body decision made in respect of this policy, and then the centre has the right of appeal.

Upon receipt of an appeal, the awarding body will usually acknowledge receipt within two working days and adjudicate within s further ten working days.

Recording Assessment Decisions

Aims:

- To accurately report all assessment decisions to the awarding body.

In order to do this the centre will:

- Ensure that all programme leaders complete the SRF after consulting Edexcel BTEC Handbook.
- Randomly sample 25% of completed SRF from each programme, to be checked by the Quality Nominee.
- Submit SRF to the designated address well in advance of July 1st deadline.
- Distribute the pupils' copy of the SRF through programme teams.

Staff Development

To ensure that staff delivering BTEC courses remain vocationally up to date the centre shall ensure that;

- Subject Leaders identify at the start of each academic year areas within their programme that staff lack recent vocational experience.
- Once Subject leaders have made the QN aware of training needs the QN will seek to arrange with SLT suitable courses or work placements.

HEALTH AND SAFETY POLICY

STATEMENT OF INTENT

It is our policy to carry out our activities in such a way as to ensure so far as is reasonably practicable, the health, safety and welfare of our employees and all persons likely to be affected by our activities including the general public where appropriate. We will co-operate and co-ordinate with partnerships, contractors, sub-contractors, employers, **Halton County Council** departments and the occupiers and owners of premises and land where we are commissioned to work in order to pursue our Health and Safety Policy aims.

Our aims are to:

- Provide and maintain a safe and healthy working environment ensuring the welfare of all persons
- Maintain control of health and safety risks arising from our activities
- Comply with statutory requirements as a minimum standard of safety
- Consult with all staff on matters affecting their health, safety and welfare
- Provide and maintain safe systems, equipment and machinery
- Ensure safe handling, storage and use of substances
- Provide appropriate information, instruction and supervision for everyone
- Ensure staff are suitably trained and competent to do their work safely
- Continually develop a safety culture to remove or reduce the possibility of accidents, injuries and ill-health
- Assess risks, record significant findings and monitor safety arrangements
- Review and revise safety policies and procedures periodically and when circumstances may introduce a requirement to amend or improve arrangements
- Develop and maintain a positive health and safety culture through regular communication and consultation with employees and their representatives on health and safety matters

Our health and safety management system has been developed to ensure that the above commitments can be met. All staff and governors will be instrumental in its implementation.

ORGANISATION

Employer Responsibility

The overall responsibility for health and safety at Ormiston Chadwick Academy is held by **Hampshire County Council** who will:

- Ensure that health and safety has a high profile
- Ensure adequate resources for health and safety are made available
- Consult and advise staff regarding health and safety requirements & arrangements
- Periodically monitor and review local health and safety arrangements

Responsible Manager

The responsible manager for the premises is *the Headteacher* who will act to:

- Develop a safety culture throughout the unit/centre/school/premises

- Consult staff and provide information, training and instruction so that staff are able to perform their various tasks safely and effectively
- Assess and control risk on the premises as part of everyday management
- Ensure a safe and healthy environment and provide suitable welfare facilities
- Make operational decisions regarding health and safety
- Ensure periodic safety tours and inspections are carried out
- Ensure significant hazards are assessed and risks are managed to prevent harm
- Ensure staff are aware of their health and safety responsibilities
- Periodically update governing bodies/partnerships as appropriate
- Produce, monitor and periodically review all local safety policies and procedures

All Staff (including volunteers)

All staff have a statutory obligation to co-operate with the requirements of this policy and to take care of their own health and safety and that of others affected by their activities by:

- Supporting the unit/centre/school/premises health and safety arrangements
- Ensuring their own work area remains safe at all times
- Not interfering with health and safety arrangements or misusing equipment
- Complying with all safety procedures, whether written or verbally advised, for their own protection and the protection of those who may be affected by their actions
- Reporting safety concerns to their staff representative or other appropriate person
- Reporting any incident that has led, or could have led to damage or injury
- Assisting in investigations due to accidents, dangerous occurrences or near-misses
- Not acting or omitting to act in any way that may cause harm or ill-health to others

Caretaker/Site Manager

The caretaker/site manager is responsible for undertaking a wide range of typical health and safety related duties on behalf of, and under the direction of the responsible manager. He/she is to work within the parameters of any provided training and in accordance with risk assessments and the on-site safe working practices. He/she is to work within their level of competence and seek appropriate guidance and direction from the headteacher/responsible manager and/or the Children's Services Health & Safety Team as required.

On-Site Health & Safety Co-ordinator/Officer

The on-site health & safety officer/co-ordinator to the school will manage, advise and co-ordinate local safety matters on behalf of, and under the direction of the responsible manager. He/she is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

All Teachers & Supervisors

The responsibility of applying local safety procedures on a day-to-day basis rests with the teachers and supervisors. Where any new process or operation is introduced in the area of their responsibility, they are to liaise appropriately so that the associated risks are assessed and any precautions deemed necessary are implemented. They are to ensure that all new members of staff under their control are instructed in their own individual responsibilities with regards to health and safety, and they will appropriately monitor those new staff. They are to make periodic inspections of their areas of responsibility, taking prompt remedial action where necessary to control risk.

Safety Committee

The purpose of the safety committee is to assist in the assessment of safety related matters and provide appropriate support to the responsible manager/headteacher. The safety committee is to periodically meet to monitor and discuss on-site health and safety performance, and recommend any actions necessary should this performance appear or prove to be unsatisfactory. Safety committee staff will be kept informed of all changes in practices and procedures, new guidance, accidents, incidents and risk related matters.

Fire Safety Co-ordinator

The Headteacher is the fire safety co-ordinator who is the competent person for fire safety on the premises and acts on behalf of the responsible manager. He/she is to attend the fire safety co-ordinator training course and refresh this training every three years. The fire safety co-ordinator is responsible for the local management and completion of day-to-day fire safety related duties and upkeep of the fire safety manual.

The fire safety co-ordinator is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

The facility management trained member of staff is the competent person for the overall management of general premises facilities and acts on behalf of the responsible manager. He/she is to attend the facilities management training course and refresh this training every six years. He/she is responsible for the local management and completion of day-to-day premises matters and duties. He/she is to work within their level of competence and seek appropriate guidance and direction from the responsible manager/headteacher and/or the Children's Services Health & Safety Team as required.

Administration Of Medicines

Arrangements regarding medicines are set out in the Administration of Medicines Policy.

Child Protection

Arrangements regarding child protection are set out in the Child Protection Policy.

Emergency Procedures

General emergency evacuation for non-fire related emergencies is to be carried out in accordance with the unit/centre/school/premises emergency evacuation plan. The unit/centre/school/premises has a fire emergency plan for fire related emergencies and an emergency evacuation plan for all non-fire emergencies.

All staff will receive a brief and/or a copy of the emergency evacuation plan at induction, and they will be periodically provided with updated information as the emergency evacuation plan is routinely reviewed and amendments are introduced.

Personal Emergency Evacuation Plans are to be completed, provided and exercised for any vulnerable persons to be able to ensure safe, assisted evacuation in the event of an emergency incident.

Fire Safety

Arrangements regarding fire safety are set out in the Fire Safety Manual. The fire safety co-ordinator is the competent person for fire safety on the premises and is the immediate point of contact for all fire safety related enquiries on site.

The responsible manager/headteacher will ensure through the fire safety co-ordinator that:

- All staff complete the mandatory *fire safety induction e-learning course* every year
- Fire safety procedures are readily available for all staff to read
- Fire safety information is provided to all staff at induction and periodically thereafter
- Fire safety notices are posted in the key areas of the building close to the fire points
- Evacuation routes and assembly points are clearly identified
- Staff are aware of their own responsibilities for knowing the location of fire points and fire exits. They should also know the location of the assembly point in the event of fire
- All staff are familiar with the flammable potential of materials and substances that they use and exercise maximum care in their use, especially with those marked *flammable*
- Fire evacuation procedures, fire safety training and fire alarm testing are carried out in accordance with corporate guidance and the premises fire safety manual
- The fire risk assessment is reviewed annually by the fire safety co-ordinator and amended as new hazards or required amendments are identified

First Aid

Arrangements regarding first aid provision are set out in the First Aid Policy. The names and locations of the first aid trained staff on site are listed in the first aid policy and also clearly signposted around the unit/centre/school/premises. First aid is never to be administered by anyone except first aid trained staff with in-date training certification, operating within the parameters of their training.

General Equipment

All general equipment requiring statutory inspection and/or testing on site (*eg. boilers, hoists, lifting equipment, local exhaust ventilation, PE equipment, climbing apparatus*) will be inspected by appropriate competent contractors as provided by the term contractor under PBRS arrangements, or as locally arranged.

Equipment is not to be used if found to be defective in any way. Defective equipment is to be reported and immediately taken out of use until repairs can be carried out.

Good Housekeeping

Tidiness, cleanliness and efficiency are essential factors in the promotion of good health and safety.

The following conditions are to be adhered to at all times:

- All corridors and passageways are kept free from obstruction
- Shelves in storerooms and cupboards are stacked neatly and not overloaded
- Floors are kept clean and dry, and free from slip and trip hazards
- Emergency exits and fire doors are not obstructed in any way
- Supplies are stored safely in their correct locations
- Rubbish and litter are cleaned and removed at the end of each working day
- Poor housekeeping or hygiene conditions are immediately reported

Hazardous Substances

Hazardous substances, materials, chemicals and cleaning liquids are not permitted to be used or brought into use on site unless a documented COSHH assessment has been undertaken by the trained COSHH assessor, and the product has been approved for safe use on site by the responsible manager/headteacher. The premises COSHH assessor acting on behalf of the responsible manager/headteacher is *the Site Manager*.

Inspections and Monitoring

Daily monitoring of the premises, through working routines and staff awareness, is expected to identify general safety concerns and issues which should be immediately recorded in the premises defect book and reported to *the Site Manager*.

Monitoring and inspections of individual departments will be carried out by Heads of Department and/or the subject teachers as nominated by the Head of Department.

Routine documented inspections of the premises will be carried out every *six weeks* in accordance with the premises monthly inspection schedule. Inspection findings are to be recorded on the locally adapted CSAF-005/CSAF-010 Monthly Premises Safety Inspection Checklist.

Unit (insert number) Mark Sheet

Grading Criteria	<input type="checkbox"/> or <input type="checkbox"/>	Feedback	Tutor
P1. Describe six hazards associated with sports participation			
P2. Describe prominent rules, regulations and legislation relating to health and safety and injury in sports participation			
P3. Describe four different types of injuries associated with sports participation and their underlying causes			
P4. Describe types and signs of illnesses related to sports participation			
P5. Deal with casualties suffering from three different injuries and/or illnesses, with a teacher support			
P6. Complete a risk assessment relevant to sport			
M1. Explain risks and hazards associated with sports and participation			
M2. Explain prominent, rules, regulations and legislation relating to health safety and injury in sports			
M3. Explain why certain injuries and illnesses are associated with sports participation			
M4. Deal with casualties suffering from three different injuries and/or illnesses			
M5. Describe contingency plans that can be used in a risk assessment			
D1. give a detailed account of why participants are at risk of injury whilst taking part in sport			
D2. Analyse the use of specialist equipment to minimise the risk of injury			

Amend P1 to D2 to match individual unit

Final Grade =

Date

Assessed: Signature of Assessor:

This unit should be completed by:3